R E P O R T R E S U M E S

ED 018 458 UD 004 357

ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, TITLE I, STATE ANNUAL EVALUATION REPORT 1965-66.

PUERTO RICO STATE DEPT. OF EDUC., HATO REY

PUB DATE 6 MAR 67

EDRS PRICE MF-$0.25 HC-$1.60 38P.

DESCRIPTORS- *FEDERAL PROGRAMS, *PROGRAM EVALUATION, *DISADVANTAGED YOUTH, *COMPENSATORY EDUCATION PROGRAMS, STATE AGENCIES, PROGRAM ADMINISTRATION, PROGRAM DEVELOPMENT, TABLES (DATA), STATISTICAL DATA, SCHOOL DISTRICTS, STUDENT IMPROVEMENT, DROPOUT RATE, ESEA TITLE 1, PUERTO RICO

PLANNING, IMPLEMENTATION, AND EVALUATION OF TITLE I PROJECTS IN PUERTO RICO EMANATED FROM THE COMMONWEALTH DEPARTMENT OF EDUCATION. THROUGHOUT THE VARIOUS PLASES OF TITLE I ACTIVITIES PROJECT DIRECTORS WORKED CLOSELY WITH THIS CENTRAL OFFICE. OBSERVATIONS, ATTENDANCE RECORDS, INTERVIEWS, AND QUESTIONNAIRES WERE THE PRIMARY EVALUATIVE TECHNIQUES USED BY 34 OF THE 42 PROJECTS. THE MAJOR PROBLEM AREAS WERE IN CONTRACTING FOR PERSONNEL, IN AUTHORIZING ADEQUATE SALARIES, AND IN BUYING AND DISTRIBUTING MATERIALS AND EQUIPMENT. THE IMPLEMENTATION OF PROPOSALS AND EVALUATIVE EFFORTS WERE HAMPERED BY ADMINISTRATIVE DIFFICULTIES. COORDINATION WITH OTHER FEDERAL PROJECTS AND WITH NONPUBLIC SCHOOLS WAS NOT A PROBLEM. THE MAIN USES FOR TITLE I FUNDS WERE (1) TO PROVIDE MORE SCHOOL HOURS, (2) TO IMPROVE THE PROFESSIONAL PREPARATION AND QUALITY OF THE STAFF, AND (3) TO OFFER RECREATIONAL, CULTURAL, AND KINDERGARTEN PROGRAMS. OTHER ACTIVITIES INCLUDED (1) SCHOOL PLANT IMPROVEMENT, (2) CURRICULUM DEVELOPMENT, (3) SUPERVISED STUDY CENTERS, (4) PROVISION OF MATERIALS, EQUIPMENT, AND SCHOOL TRANSPORTATION, AND (5) SPECIAL SERVICES FOR THE RETARDED. INCLUDED IN THIS REPORT ARE A LIST OF MEASUREMENT INSTRUMENTS, A SECTION OF TABULAR DATA, AND SUMMARIES OF THE RATED EFFECTIVENESS OF PARTICULAR TYPES OF PROJECTS. (NH)

File

March 6, 1967

ED018458

Mr. Martin Spickler, . .
Planning Research Corporation
Room 1181
1875 Connecticut Ave. North West
Washington, D. C.

Dear Mr. Spickler:

Enclosed we are sending the final State Annual Evaluation Report 1965-66 - Title I of the Elementary and Secondary Education Act.

This report substitutes the tentative document you received on December, 1966.

Do not hesitate to contact us if you need additional information.

Very truly yours,

Angel G. Quintero Alfaro
Secretary of Education

UD 004 357

Commonwealth of Puerto Rico
DEPARTMENT OF EDUCATION
Hato Rey, P. R.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Elementary and Secondary Education Act of 1965
Title I

State Annual Evaluation Report 1965 - 66

Submitted By:

Angel G. Quintero Alfaro
Secretary of Education

ANNUAL EVALUATION REPORT FOR FISCAL YEAR 1965-66

Part I:

1. **Operation and Services:**

Since the Commonwealth Department of Education is considered to be both a Local and a Central Educational Agency, the Central Office has provided orientation in the planning, implementation and evaluation of Title I projects. A Title I Office has coordinated the work of project directors in planning and organizing the educational activities of the projects. All project directors visited and worked with Title I officials in the first stages of organization.

Further, general orientation on Title I activities and procedures has been provided at regular meetings held by the Secretary of Education, at which school superintendents, regional directors, and central office staff members were present.

Overall plans on evaluation of Title I programs and projects activities have been made at the central level. Meetings have been held with the project directors to analize and evaluate project developments and to discuss how to continue current activities and services.

Recently, a one day meeting with project directors, Evaluation Division personnel, and Science Research Associates consultants was held to plan an evaluation program. The S R A consultants and the Evaluation Division personnel met for two additional days to work on

the planning and development of evaluation activities and designs. The project directors provided the data to be processed by the Federal Systems Division of I B M. The Department of Education has contracted with this firm to develop an evaluation system and baseline data.

2. Dissemination

(a) School superintendents and project directors have met to make a project progress report and to plan further activities. Regional officials have reported on the projects in their areas.

(b) Plans are being made with the Division of Public Affairs for the dissemination of information on promising educational practices. Educational Television Stations, departmental publications, and staff meetings will be useful means for disseminating information. Our proposal under Title III of ESEA will provide new means of dissemination.

3. Evaluation

(a) The Commonwealth Department of Education is considered a Local Educational Agency. Assistance and orientation by means of meetings and supervisory visits have been provided to local project directors for evaluating Title I projects.

(b) Names and titles of State personnel involved in providing evaluation assistance.

Name	Title
Dr. Charles O. Hamill	Director, Division of Evaluation Department of Education
Mr. Clyde L. Fisher	Director, Division of Statistics Department of Education
*1Mr. Eliel A. Pagán	General Supervisor, Division of Evaluation
*1 Mrs. Fanny Cacho de Freytes	General Supervisor, Division of Evaluation
*2Mr. Gregorio López Machado	Research Associate
*2Mrs. Esther S. Lauria	Anthropologist
*3Mrs. Lillian Capó de Rivero	Research Assistant

*1 These persons occupy regular positions in the Division of Evaluation of the Department of Education and have been assigned to work in Title I.

*2 These persons are working under contract-full time.

*3 Working under contract-part time only.

(e) Consultants involved in providing evaluation assistance to the State

Name		
1. Dr. Kenneth Hoyt	Professor at the University of Iowa	Science Research Associates, Inc.
2. Professor James Mosel	Professor, Department of Psychology, Georgetown University	Science Research Associates, Inc.
3. Dr. Robert Perloff	Professor of Psychology of Purdue University	Science Research Associates, Inc.
4. Dr. H.H. Remmers	Research Consultant Professor Emeritus Purdue University	Science Research Associates, Inc.
5. Dr. Pablo Rosa	Consultant Pan-American Union	Science Research Associates, Inc.
6. Dr. Arthur Hitchcock	Professor at State University of New York	Science Research Associates, Inc.
7. Dr. E. F. Lindquist	Director, Measurement Research Center Iowa University	Science Research Associates, Inc.
8. James R. Ford	Associate Analyst	Federal System Division
9. Deborah Katz	Associate Programmer Former Research Scientist at George Washington University, Biometric Laboratory	Federal System Division
10. Kyra M. Hewitt	System Analyst	Federal System Division
11. Frances Tracy	Project Manager Test and Evaluation System.	Federal System Division

(d) Evaluation Designs*

Number of Projects	
0	Two group experimental design using the project group and a conveniently available non-project group as the control.
5	One group design using a pre-test and pos-test on the project group to compare observed gains or loses with expected gains.
0	One group design using pre-test and / or pos-test scores on the project group to compare observed performance with local, State, or national groups.
0	One group design using test data on the project group to compare observed performance with expected performance based upon data for past years in the project school.
3	One group design using test data on the project group. But no comparison data.
34	One group design using the results obtained by means of other evaluative measures. (Observer's reports, attendance records, interviews, questionnaires, etc.)
42	

*The information in this table is based on reports given by project leaders.

4. Major Problems Areas

a) Major problems in administering Title I program.

1. Reviewing Proposals:

A Special Committee appointed by the Secretary of Education reviews and recommends the projects for final approval by the Secretary of Education. The Office of Coordinator also reviews the proposals.

2. Operation and Service

The Department has had problems in contracting personnel, in authorizing adequate salaries, and in purchasing and distributing materials and equipment. For instance, we have encountered problems in contracting teachers in some economically deprived areas. Sometimes delays in personnel contracting and in paying salaries affect the project services. Furthermore, we have had problems in purchasing and distributing materials and equipment because of rigid government regulations and the lack of personnel and facilities.

3. Evaluation

1) Delay in the implementation of the project proposal for evaluation. Regular positions for evaluation under Title I Have not yet been approved.

2) Administrative procedures for the appointment of personnel under contract are very slow and difficult.

3) Communication with project leaders is difficult.

4) Prompt collection of essential baseline data.

5) Difficulties involved in the administrative handling of aspects such as rental of additional office space, payments to personnel and payments for special services.

6) Lack of adequate measuring instruments for certain aspects.

7) Undoubtelly, all problems reported by project leaders which appear in Section 4 of this report affected the process of evaluation.

b) Since the problems mentioned have not arisen from the rules or regulations of P. L. 89-10, Department officials and other Commonwealth officials are seeking methods of selving the problems we have had locally in initiating the implementation of Title I programs.

5. Implementation of Section 205:

a) Two types of projects were not approvable when first submitted. First, projects submitted by private institutions to provide materials for curriculum enrichment, had to be sustantially revised. A project to offer special educational services to mentally retarded children in a private institution was also revised before final approval. Other projects were not approved because of lack of funds.

b) None.

6. Coordination of Title I and Community Action Programs

a) The Commonwealth Department of Education has operated 60 projects in 72 school districts. The Community Action Program has developed 13 projects in 61 districts.

b) Information about total amount of Title I money for districts where there are approved Community Action Programs is not available at present.

c) One staff member from the Community Action Agency is part of the Special Committee appointed by the Secretary of Education to study, analyze, and recommend the approval of Title I proposals . Copies of approved Title I proposals are sent to the Community Action Agency for study and certification as part of our coordination.

d) Both agencies work in close relation specially when dealing with projects such as Head Start, Adult Education, Community Education, Teachers Corps and Teachers Aides.....

e) None.

f) One official of the School Superintendent's Office in each school district is member of the Community Action Committee. The School Superintendent coordinates and cooperates with this Committee.

g) None.

7. <u>Inter - Relationship of Title I with other Titles of ESEA</u>

a) Title II funds have been devoted to the purchase and utilization of textbooks, library books and educational materials which will be used in all schools and districts of our Commonwealth Department of Education. These items have been provided to pilot projects and Exemplary Schools having Title I projects. Commonwealth Department of Education directors of Textbooks,

Library and Audiovisual Programs colaborate in the Administration of Title II funds. The school curriculum has been broadened and improved. A comprehensive program has been started with high school students. The combined funds have enriched the curriculum programs for students from culturally deprived areas. For example, the Team Teaching Program (Project No. 23) in the Juan Ponce de León High School has participated of both Title I and Title II funds. This School is located in a Government Housing Project of low-income families.

b) The Commonwealth Department of Education did not submit a proposal for Title III in 1965-66.

c) There was no appropiation for P. R. from Title IV.

d) Title V will assist Title I through two principle activities. An accounting study will improve the financial administration of Title I and provide data so that after a resonable period of time the new accounting system will be able to provide the basis for "cost-effectiveness" information on the projects. In addition, Title V funds were used to provide for the organization and development of a mechanization program which will serve the evaluation function under Title I more effectively.

e) We can not objectively know what successes have been obtained in developing and implementing Title I projects with Title II funds, since the textbooks, library books and educational materials have been distributed during this semester. But people in the projects infer that they will provide new experiences, values and skills to the children involved in the educational activities.

f) The main problem in this inter-relationship has been the slow process in purchasing and distributing the materials and equipment due to local government rules and regulations.

8. Cooperative Projects Between Districts:

Since Puerto Rico has an integrated educational system we do not have cooperative projects between districts.

9. Non - Public School Participation

a) Since our State educational system is considered a local Educational Agency the contact and coordination with non-public schools officials is done at the central level. We have contacted non-public school leaders and provided orientation about the ESEA programs.

b-c We do not yet have evidence of successes, since most of the non-public schools could not actually receive materials and equipment during 1965-66.

d) None.

e) Number of projects and non-public school children participating by type of arrangement.

Schedule	On Public School Grounds Only		On Non-Public School Grounds		On both Public & Non-Public School Grounds		On Other than Public or Non-Public School Grounds	
	Proj.	Children	Proj.	Children	Proj.	Children	Proj.	Children
Regular School Day	1	60					1	127
Before School Day								
After School								
Weekend							1	75
Summer							1	166 *
Total	1	60					3	368

* These children participated in three different activities. In one of them only 40 pupils participated.

10. Supplementary Materials

a) We have not yet printed state guidelines but certain sections of Federal and State guidelines have been stressed in discussion with representatives from the central office, the regional areas, and district levels.

b) We are enclosing five copies of the evaluation report for Project #41-Science Seminar in the Interamerican University in San Germán for the ninth grade pupils or rural second unit schools.

c-d) Information is not available

e) Information will be sent later

Part II - Comprehensive Analysis

1. Statistical Information

Classification	Number of LEA's for which Title I programs have been approved	Funds Actually Committed	Unduplicated Count of Children: Total Col. 5 6 and 7	Public	Non-public	Not Enrolled	Average Cost per pupil Col. 3 by Col. 4
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
A	1	21,133,645	532,619	520,484	10,662	1,473	$39.00
B							
C							
D							
E							
Total	1	21,133,645	532,619	520,484	10,662	1,473	$39.00

2. Establishing Project Areas

1. Census information
2. Central Office Statistics
3. Districts Surveys
4. School Surveys
5. Regional Surveys

3. Needs

a) To provide more school hours. Children in rural and other deprived areas work in dual or interlocking enrollment.

b) To interact with better-trained staff members. A good many teachers working in deprived areas lack complete professional preparation.

c) To have more and better school facilities, equipment and materials, Childfen need to work in an adequate environment.

d) To improve children's intellectual ability. Children in a deprived condition need to be engaged in broader educational and intellectual experiences.

e) To improve school achievement. They need to have an enriched curriculum to have a comprehensive achievement.

f) To increase their reading level. Reading skills must be effectively emphasized.

g) To improve their verbal functioning. The need for an oral or verbal approach must be satisfied.

h) To decrease the high drop-out rate. Retention can be improved by a comprehensive educational program.

i) To help mentally retarded children. Educational activities should be provided to educable mentally retarded children.

4. Local Educational Agency Problems: (Most common problems reported by project leaders)

a) Lack of sufficient information and adequate orientation for the preparation of the proposal.

b) Delay in approving the proposal.

c) Difficulty in obtaining duly qualified personnel.

d) Funds solicited were insufficient.

e) Funds granted were insufficient.

f) Lack of facilities where the project was to be developed*

g) Difficulty obtaining the materials needed to carry out the program.

h) Difficulty in obtaining the necessary cooperation from other government agencies.

i) Lack of measuring instruments needed to make an adequate evaluation.

5. Activities Funded

a) Kindergarten program

b) Supervision centers

c) School construction and remodeling

d) Curriculum development

e) Teachers' training

f) Provision of materials and equipment

g) School transportation

h) Special services to mentally retarded children

6. Innovative Projects

a) Project number 23- Team Teaching in the Juan Ponce de León High School

b) Project number 1 - Establishment of Six Study and Supervision Centers

c) Project number 4 - Seminar for the Study of Educational Practices and their Application in the Elementary School

d) Project number 3 - Enrichment of the Curriculum for Intellectually Talented High School Students

* Many areas still have school building for three grades only; in addition, many school building are dilapidated.

e) Project number 19 - Organization of a Rural Puppet Theater

f) Project number 41 - Science Seminar for Ninth Grade Pupils of Rural Second Units

g) Project number 49 - School Summer Educational Program

7. Methods of Increasing Staff for Title I Projects

By providing scholarships to in-service teachers

By offering teacher's training and scholarships in College extramural courses and summer sessions

By improving teacher's working conditions

By contracting teacher-aides. They can work and study at the same time.

By getting cooperation from community resources such as parents, doctors, retired teachers, community leaders, and others.

By contracting professional and clerical personnel in over-time hours.

8. Measuring Instruments

List of most prevalently used instruments including standarized achievement tests.

a. Pre Kindergarten - Kindergarten

1) Prueba Colectiva Puertorriqueña de Capacidad Mental (General Ability Test)

2) Prueba de Aprestamiento para la Lectura (Reading Readiness)

3) Anecdotal Record
4) Medical Record

b. Grades 1-3

1) Prueba Colectiva Puertorriqueña de Capacidad Mental (General Ability Test)

2) Prueba de Aprestamiento para la Lectura (Reading Readiness)

3) Anecdotal Record

4) Questionnaire

c. Grades 4-6

1) Prueba Puertorriqueña de Habilidad General- Segundo Nivel (General Ability Test - Second Level)

2) Questionnaire

d. Grades 7-9

1) Prueba Puertorriqueña de Habilidad General-Tercer Nivel (General Ability Test - Third Level)

2) Questionnaire

e. Grades 10-12

1) Prueba Puertorriqueña de Habilidad General - Cuarto Nivel (General Ability Test - Fourth Level)

2) Questionnaire

9. Analysis of Effective Activities and Methods:

a-b) Information is not available because most projects started too late and some had not even started by August 31. Evaluation activities were not organized by that time either. Many projects such as teacher training and school constructions cannot be expected to be effective until the buildings are built and the teachers trained.

10. General Analysis of Title I

1. Title I programs have created an impact in our school system. First, a great many school officials and personnel have been engaged in studying problems and situations in their schools and districts. They have gotten acquainted with the problems which affect the school system. New ways of solving problems have been tried. For instance, increasing school hours by the appointment of itinerant teachers. Besides, the school working conditions have been improved greatly, new schoolrooms have been constructed, materials and equipment have created new interest in the teaching-learning process, and the general environment has been greatly improved in many deprived areas.

In the Title I areas, drop-outs have been reduced, increasing, of course, the average daily attendance. As a consequence, new opportunities have been offered to students. For instance, many talented students and slow learners have been assisted in special courses.

Furthermore, new experiences have been provided to a great many students. The Kindergarten Program has been extended to many school districts, new English activities have been developed in some educational regions: Art courses have been provided to others, and many

activities have been initiated and developed in different educationally deprived areas. Local initiative has been enhanced.

Finally, the general attitude of teachers, students, and parents toward education in the areas served by Title I projects have changed in a great measure.

Part III- Tabular Data

Table I

Standardized testsand other measures employed by a selected Sample of representative projects in skill development and attitudinal and behavioral development

	Projects in: Skill Development Subjects [1]					Projects in: Attitudinal & Behavioral Development [2]				
	Pre-Kinder-garten Kinder-garten	Grades 1-3	Grades 4-6	Grades 7-9	Grades 10-12	Pre-Kinder-garten Kinder-garten	Grades 1-3	Grades 4-6	Grades 7-9	Grades 10-12
Measures:										
. Standar-ised Tests & Inventories										
. Achieve-ment				1			1	1	1	1
Intelligence				1			1	1	1	1
. Aptitude										
1. Interest										
. Attitude										
. Others (Specify)										
2. Other Tests										
. Locally Devised Tests										

1. Projects included under Skill Development Subjects are Projects #15 and #29 which were t only ones of this type among all projects developed.
2. Projects included under Attitudinal & Behavioral Development are projects #13, 21, 22, 24, 2 26, 27.28 & 30, which constitute 25% of all projects under this category.

Table 1 (Continued)

	Projects in: Skill Development Subjects					Projects in: Attitudinal & Behavioral Development				
	Pre Kinder-garten Kinder-garten	Grades 1-3	Grades 4-6	Grades 7-9	Grades 10-12	Pre Kinder-garten Kinder-garten	Grades 1-3	Grades 4-6	Grades 7-9	Grades 10-12
. Teacher made tests				1				1	1	1
. Other (Specify)										
. Other Measures										
. Teacher Ratings										
. Anecdotal Records										
. Observer Reports		1					4	5	5	5
. Others (Specify)										
)Interviews		1					3	3	3	4
)Attendance							7	8	8	7
)Question-naires							5	6	6	7

Table 2

Summary of Effectiveness for Types of Projects

Training Programs for Teachers: General (Projects 1, 4, 5, 6, 7, 20,45, 60)

	Primary Objective			Objective 2		
	To provide training for teachers so as to improve the quality of instruction (Long -range objective)			To increase the academic preparation of teachers and provide opportunities for their professional and cultural enrichment		
School Level	Subst. Prog. Achieved	Some Progress	Little or no Progress	Subst. Prog. Achieved	Some Progress	Little or no Progress
Pre-kinder						
Kinder		6			6	
Grades 1-3		6			6	
Grades 4-6		5			5	
Grades 7-9		4			4	
Grades 10-12		4			4	
Totals		25			25	
Total number projects*		8			8	

* Since individual projects may include several school levels we have included this item to reflect the total of individual projects

This note applies to all tables 2 (I-IX)

Table 2

II. Increase in Actual Hours of Instruction (Projects 2, 14B)

	Primary Objective			Objective 2		
	To increase the number of hours per day that a child spends in the classroom			To provide additional school facilities in socio-economically deprived areas in order to eliminate double enrollment		
School Level	Subst. Prog. Achieved	Some Progress	Little or no Progress	Subst. Prog. Achieved	Some Progress	Little or no Progress
Pre-Kinder Kinder		2			2	
Grades 1-3		2			2	
Grades 4-6		2			2	
Grades 7-9		2				
Grades 10-12		2				
Totals		10			6	
Total No. of Projects		2			2	

Table 2

III. Recreational - Cultural Activities: General (Projects 8, 9, 11, 13, 16, 18, 19, 21, 22, 24, 25, 26, 27, 28, 30, 33, 34, 36, 37, 40, 43, 44, 48, 50, 51, 53, 55, 58)

	Primary Objective			Objective 2		
	To enrich the levels of children and youth from socio-economically deprived areas by providing them with recreational and cultural activities			Stimulate interest in the better use of leisure time and to help pupils in the appreciation, discovery & development of special talents		
School Level	Subst. Prog. Achieved	Some Progress	Little or no Progress	Subst. Prog. Achieved	Some Progress	Little or no Progress
Pre-kinder -kinder	3	4	1	1	6	1
Grades 1-3	5	5	1	1	8	1
Grades 4-6	8	7	1	1	13	1
Grades 7-9	14	6	2	1	19	2
Grades 10-12	13	7	2	1	20	2
Totals	43	29	7	5	66	7
Total number of projects	17	9	2	2	24	2

Project No. 43 cannot be classified by school level. Participating pupils were mentally retarded children nine to fifteen years of age. The project showed substantial progress in achieving its objectives.

Table 2

IV. Pre-School Educational Programs (Projects 31 & 49)

Primary Objective	Objective 2
To provide an educational program to children of pre-school age coming from culturally deprived areas which will help them in their physical, mental, emotional and social development	To offer kindergarten educational experiences to children living in public housing projects

School Level	Subst. Prog. Achieved	Some Progress	Little or no Progress	Subst. Prog. Achieved	Some Progress	Little or no Progress
Pre-Kinder.	1					
Kinder	2				1	
Totals	3				1	
Total no. of projects	2				1	

Table 2

V. Special Services to Retarded Children - (Projects 52 & 59)

School Level	Primary Objective: Subst. Prog. Achieved	Primary Objective: Some Progress	Primary Objective: Little or no Progress	Objective 2: Subst. Prog. Achieved	Objective 2: Some Progress	Objective 2: Little or no Progress
Pre-Kinder						
Kinder						
Grades 1-3						
Grades 4-6						
Grades 7-9						
Grades 10-12						
Totals	2				2	

*Participants in these projects do not belong to any particular grade level.

Table 2

VI. Improvement of quality of instruction: General
(Projects 3, 10, 12, 14A, 15, 17, 23, 29, 41, 57)

	Primary Objective To enrich the curriculum of children in deprived areas by providing material, equipment and new techniques			Objective 2 To improve the quality of instruction by providing schools in Puerto Rico with educational materials		
School Level	Subst. Prog. Achieved	Some Progress	Little or no Progress	Subst. Prog. Achieved	Some Progress	Little or no Progress
Pre-Kinder						
Kinder		2			1	1
Grades 1-3	1	2		1	1	1
Grades 4-6		3			1	2
Grades 7-9	2	3			3	1
Grades 10-12	3	3			3	3
Totals	6	13		1	9	8
Total No. of Projects	6	4		1	4	4

VII. Improving Quality of Instruction in Schools of Music (Project 56)

Primary Objective	Objective 2
To improve quality of instruction in the Schools of Music	To increase enrollment in the Schools of Music thus providing more opportunities for children from deprived areas to enter these schools

School Level	Subst. Prog. Achieved	Some Progress	Little or no Progress	Subst. Prog. Achieved	Some Progress	Little or no Progress
Pre-Kinder Kinder						
Grades 1-3						
Grades 4-6						
Grades 7-9			1			1
Grades 10-12			1			1
Totals			2			2
Total no. of Projects			1			1

Table 2

VIII. Library programs - General (Projects 32, 35

School Level	Primary Objective: Subst. Prog. Achieved	Primary Objective: Some Progress	Primary Objective: Little or no Progress	Objective 2: Subst. Prog. Achieved	Objective 2: Some Progress	Objective 2: Little or no Progress
Pre-kinder Kinder						
Grades 1-3						
Grades 4-6		2				2
Grades 7-9		2				2
Grades 10-12		1				1
Totals		5				5
Total No of Projects		2				2

Primary Objective

To organize library services so as to provide opportunities for children from culturally deprived areas to develop their interest in reading

Objective 2

To provide children with more opportunities for the enrichment of their vocabulary and reading skills

Table 2

IX. Strengthen instruction in various private schools (Projects 38, 39, 42, 46, 47, 54)

Primary Objective	Objective 2*
To strengthen instruction in various private schools serving children of culturally deprived areas by providing educational materials and equipment	

School Level	Subst. Prog. Achieved	Some Progress	Little of no Progress		
Pre-Kinder					
Kinder			5		
Grades 1-3			6		
Grades 4-6			5		
Grades 7-9			5		
Grades 10-12					
Totals			21		
Total No. of Projects			6		

* There is only one objective for these projects.

Table 3

Average Daily Attendance and Average Daily Membership Rates For Title I Project Schools Compared with State Norm 1/

	1965 - 66			
	Title I - Schools 2/		1/	
Grade	ADA	ADM	ADA	ADM
12th Grade	390	409	19348	21348
11th Grade	582	618	24482	26549
10th Grade	640	680	28797	31137
9th Grade	612	656	33844	35272
8th Grade	701	746	37539	39175
7th Grade	823	882	44535	4590
6th Grade	713	750	53577	52658
5th Grade	665	718	60061	59918
4th Grade	691	729	64777	64790
3rd Grade	666	730	67582	68527
2nd Grade	666	718	66983	70361
1st Grade	698	749	70837	73497

1/ All public schools in Puerto Rico.

2/ Title I Schools for which the information is given here are those schools in which six out of the 60 Title I projects were developed. The six projects are #13, #15, #23, #29, #30, and #46.

Table 4

Worksheet for Determining Drop- out Rate

CALCULATIONS: *

a/ Arithmetic Accountability

End of Year Membership	6,430
Number of Drop-outs	501
Number of Graduates	1,745
Total	8,676

b/ Annual Drop-out Rate = $\frac{\text{Number of Drop-outs}}{\text{Arithmetic Accountability}}$

= $\frac{501}{8,676}$

Total 5.8

* Calculations based on the same sample of projects included in Table 3.

Table 5

Drop-out Rates (Holding Power) for Title I Project Schools Compared with all Public Schools in Puerto Rico

(A. Drop-out Rate)

Grade	If Possible: Title I Schools a/	1965-1966: All Schools
12	4.9	4.1
11	6.0	8.3
10	8.8	10.0
9	5.9	6.1
8	6.8	7.6
7	6.7	8.5
(Lower grade levels, if appropiate)	b/	b/
No. of Schools	9	412
Total No. of Students	3864	199 471
No. of Drop-outs	275	16549

a/ The information under this column is based on the sample as for Tables 3 and 4 of this report.

b/ See part B of this table.

Table 5

(B. Number of Drop-outs)

Grade	Title I	All Schools
	Elementary	Elementary
1	48	4,919
2	26	2,596
3	34	2,552
4	35	2,888
5	44	3,120
6	39	2,675
Total	226	18,760
No. of Schools	11	1,917
	Secondary	Secondary
7	60	4,266
8	52	3,239
9	41	2,295
10	63	3,453
11	38	2,393
12	21	903
Total	275	16,549
No. of Schools	9	412
Total Drop-outs 1-12	501	35,309

Table 6

Percentage of Students in Title I Project High Schools Continuing Education Beyond High School Compared with State Norm

Regular files kept by the Division of Statistics of the Department of Education do not include the type of information called for in this table.

Table 7

(Results for Most Widely Used Tests for Arithmetic Title I Beneficiaries (or schools)

The information for this table is not available.

Tabular Data -6

A. The five most commonly funded Title I projects as grouped by project objectives:

1. To enrich the lives of children and youth from socio-economically deprived areas by providing them with recreational and cultural activities.

2. To improve quality of instruction by providing training for teachers.

3. To enrich the curriculum of children in deprived areas by providing materials, equipment and new educational techniques.

4. To increase the number of hours per day that a child spends in the classroom.

5. To provide an educational program to children of pre-school age coming from culturally deprived areas which help them in their physical, mental, emotional and social development.

B. Most common approaches within each of the five categories in A.

1.

a) provision of cultural activities such as concerts, art expositions, visits to museums, theater shows, conferences on cultural themes.

b) provision of recreational educational activities such as dancing, art and music classes, organization of school bands, athletic teams, clubs and contests, excursions to historic and recreational sites.

2.

a) granting leaves of absence with pay for scholarships to teachers interested in finishing their certification requirements or specializing in a specific area.

b) payment of enrollment fees to teachers for extension courses.

c) organization of seminars, conferences and training institutes.

3. a) provision of educational materials, equipment and supplies.

b) provision of special classes to talented and regarded children.

c) organization of school and mobile libraries.

4.

a) provision for additional school facilities such as classrooms, lunchrooms, laboratories, shops and recreational areas.

b) provision for transportation of pupils.

c) provision for additional teachers and teachers aides.

5.

a) organization of Head-Start groups.

b) organization of Kindergarten groups.

c) provision for in-service training of teachers to work with children of pre-school age.